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CHAMPIONS OF CHILD PROTECTION PARENTING CURRICULUM



Ministry of Public Service,
Labour and Social Welfare
ZIMBABWE



National Action Plan for
Orphans and Vulnerable Children

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Ministry of Public Service,
Labour and Social Welfare
ZIMBABWE



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INTRODUCTION TO THE CURRICULUM

Project aim

The Ministry of Public Service Labour and Social Welfare, UNICEF and partners recently concluded research on social norms that underpin violence against children (VAC), and the results identified promising approaches in which child protection programming could be improved to address VAC, especially for adolescents. Plan International, through their Champions of Change model, has been identified as the leading partner to pilot the approaches. The Champions of Change is a Plan International Strategy for promoting gender equality and social norm change through youth and parent engagement and peer-to-peer mobilization. The Ministry has adopted the model and adapted it to "Champions of Child Protection" in Zimbabwe, with the University of Edinburgh supporting its implementation. The goal of the programme is to support the Government of Zimbabwe, with financial and technical support from UNICEF to catalyse a social movement that challenges social norms and gains society wide support for gender equality and girl's rights. The goal of this curriculum, which has been developed for a Zimbabwean context, is to influence parenting practices for social norms change and prevention of violence against children.

Objectives

- Inform learning and reflection and contribute to good practice on parenting that prevents violence against children.
- Reinforce existing good parenting practices and challenge negative parenting practices.

Outcomes

- Improved communication skills between parents/guardians and adolescents.
- Improved capacity of parents to build life skills for adolescents.

Implementation

This curriculum includes five sessions. Each session cover several topics and will last less than 2 hours 30 minutes. It will be implemented with parents of young people who also participate in Champions of Child Protection as well as other parents, and will be delivered by Community Care Workers (CCWs) who will be trained by Plan International trainers through a training of the trainer workshop.

Sessions at a Glance

- Session 1: Introduction and Getting to Know Your Adolescent
- Session 2: Gender Norms and Parenting
- Session 3: Joint Parenting Dialogue
- Session 4: Parenting Skills for Tough Times
- Session 5: Protecting Children from Abuse and Supporting our Adolescents When Others Hurt Them

Each session will have a small piece of homework for parents to try out the skills at home and come and talk about it at the next session.

1

Introduction and Getting to Know your Adolescent



Objectives

- By the end of this session, parents will have a clear understanding of the programme and will discuss differing expectations for boys and girls across the adolescent timeline.



Activities at a Glance

- 1 Introduction to the Champions of Child Protection Programme
- 2 Ground Rules
- 3 Know Your Child: Age and Gender Timeline



Time Needed

2 hours

ACTIVITY 1

Introduction to the Champions of Child Protection Programme



Objectives

- By the end of this activity, parents will have an understanding of the structure and purpose of the Champions of Child Protection parenting intervention and will have been introduced to other participants in the group.



Advance Preparation

- None



Materials Needed

- None



Time Needed

30 minutes



Instructions for Facilitators

- 1 Welcome participants to the first session.
- 2 Say “Over the course of four days, we will meet together for approximately 2.5 hours to discuss parenting and engage in a few activities. This programme called Champions of Child Protection will allow us to learn new skills and deepen our existing parenting practices to best support our adolescents.”
- 3 “Before we start our first activity, let’s introduce ourselves. Please pair up with the person sitting next to you and introduce yourself. Tell each other about yourself including two things:
 - 1) how many adolescent children you have and
 - 2) one thing that you enjoy doing. We’ll take 10 minutes or so to do this. When you are finished discussing in pairs, your partner will introduce you to the larger group!”
- 4 Once finished discussing in pairs, go around and have the first pair introduce their partners to the larger group and so on until everyone has had a chance to be introduced. The facilitator might have to partner up with someone if there is an odd number of participants.

ACTIVITY 2

Ground Rules



Objectives

- The objective of this session is to encourage participants to come up with a set of collective rules that create a safe space for discussion and reflection.



Advance Preparation

- None



Materials Needed

- Flipchart paper
- Markers
- Tape



Time Needed

30 minutes



Instructions for Facilitators

- 1 Start by saying, “One of the key things to a successful group experience is for us to think collectively about what we want this atmosphere to be like. What are our ground rules or expectations for ourselves? For each other? For me as a facilitator?”
- 2 “We are going to split into three groups and I want each group to come up with your own ground rules for creating a safe, inclusive and good group session where everyone feels they can participate.”
- 3 “Write down your ground rules on the flipchart paper”
- 4 As a facilitator, you can give some examples before people start such as “respecting people’s views, making sure what is said in the group sessions stays in the group sessions and is not shared outside of this group, etc.
- 5 As people split into their groups, say “Please identify one person in your group to present your list back to the larger group and then we’ll collectively create the final group list and will make sure this is on the wall at all our sessions”
- 6 Allow 10 minutes for the group work and 10 minutes for reporting back
- 7 The facilitator’s role after the first session will be to combine the key elements into one master list and make sure to bring this flipchart paper with the final ground rules to each session to hang on the wall or make visible in the meeting area.



TIPS:

Male-only groups:

- Encourage male-only groups to think through how best to create safe spaces for men to reflect on their parenting strategies. Highlight to participants that there are not many safe spaces for men to do this in society, how can this group create that space for men?

All Groups:

- Mention to participants that we may have parents in the group who are parenting children with disabilities. Encourage groups to discuss how to create safe spaces to talk about disability.
- Also encourage participants to reflect on how to create safe spaces for parents of different ages to have their voices heard and respected equally.
- Remind participants that they should not use people's names or other identifying information in their discussions. As the facilitator, you may need to continually come back to this point throughout the sessions.

ACTIVITY 3

Know Your Child – Age and Gender Timeline



Objectives

- After this session, participants will have a good understanding of the developmental aspects and societal expectations and pressures faced by boy and girl adolescents. Many subsequent activities will further deepen and build upon this exercise.



Advance Preparation

- Divide up the number of flipchart papers needed for each group.
- Prepare a sample timeline chart for ages 10-18 years (nine individual flipcharts hung side-by-side, each with an age at the top, e.g., 10 years old, 11 years old, 12 years old, and so on...)
- Prepare discussion flipchart papers by putting each question from Step 6 at the top of a separate flipchart paper in order to capture key points from the discussion.



Materials Needed

- Flipchart paper
- Markers
- Tape



Time Needed

1 hour



Instructions for Facilitators

- 1 Start this activity by saying, “We are going to start with a group exercise called a “Timeline” that will help us to understand how you think about the changes in a boy’s and girl’s life as they transition from childhood into adolescence, and more especially, the physical, emotional and social changes that occur in the years between about 10 -18 years old. After you have completed the timeline, we will talk about this and then we will also briefly compare the boy timeline with the girl timeline and talk about similarities and differences.
- 2 “We will divide you into two groups of 5 people each to develop the “timeline”. One group will develop a timeline for a girl and one group will develop a timeline for a boy. The timeline will be in the form of a drawing, in which we mark important events on a line, representing a period of time. There is no right or wrong way to draw the timelines, it is important for all of you to work together on this exercise. We will be discussing the period of childhood known as adolescence. It might be helpful to think back to your own adolescence period when growing up as you reflect on today’s adolescents, including your sons and daughters.”
- 3 Briefly show participants how to draw a timeline and highlight the main age range of interest. Allocate flipchart paper and markers to each group.

-
- Put a mark on the flipchart paper to represent the day the girl/boy turned 10 and the day she/he turned 18 years.
 - The group will then mark the important events and changes that take place between these ages.
 - Focus attention in the period 10-18 years.
 - The group may decide to give names to the boy and the girl in the timeline.
 - Each group will develop ONE timeline of either a boy or a girl (make sure you have near equal numbers of boy and girl timelines).
- 4 After the timelines have been developed, bring the groups together. Depending on the space, place the timelines where they are visible.
 - 5 Have all groups present their timelines. Focus the discussion on their perceptions of the important changes and events that take place between the ages of 10-18 in the life of a boy and the girl.
 - 6 Then ask the following questions and capture the discussion in the form of bulleted notes on separate flipchart papers (one for each question),
 - "What are the things/events that help define this stage?"
 - "What are the expectations that families/communities/society have for young people at this stage? Why?"
 - "What do you think are the main differences between these two timelines? Why?"
 - "Do you think these timelines would be different if I told you these adolescents came from different types of families such as a single-parent household? What about granny-headed? Child-headed? What about a polygamous family?"
 - "Do you think these timelines are different for children with disabilities? If yes, in what ways?"
 - 7 Allow at least 15 minutes for discussion.



TIPS:

For all groups:

- Prompt in questions at the end for participants to think about male-headed and female-headed single-parent households.
- Have participants reflect on the boys and girls timelines and how prepared they feel to address the expectations that come up with each stage for their opposite gender child (for example, mothers with sons and fathers with daughters). Is there an age group that they feel more able to address society's expectations and things arising during that age? For both their sons and their daughters?
- Have participants reflect on whether there are key characteristics that are coming up for the 10-14 year olds vs. the 15 to 17 year old sections of the timeline. How are these stages different?



HOMEWORK:

- Have a discussion with your adolescent about this activity that you participated in (creating the age and gender timeline). Share with them what the group developed and ask them what they think. What societal expectations do they feel at their age? Do they think that is different for the opposite sex? (e.g. if you are talking to your daughter, ask her if she thinks that is the same for boys her age and vice versa if you are talking to your son). We will report back and reflect on our conversations at the start of the next session.

2

Gender Norms and Parenting



Objectives

- By the end of this session, parents will be able to identify how gender norms impact both their adolescent and themselves as parents and will be given skills to support their adolescents.



Activities at a Glance

- 1 Reflection on Homework
- 2 Gender Awareness Activity
- 3 Reflecting on What Type of Parent We Want to Be
- 4 Supporting Your Adolescent with Positive Gender Norms



Time Needed

2 hours 30 minutes

ACTIVITY 1

Reflection on Homework



Objectives

- To reflect on and recap the previous session.



Materials Needed

- None



Time Needed

15 minutes



Instructions for Facilitators

- 1 Have participants sit in a circle and have them introduce themselves again and say how their conversation on the age and gender timeline was with their adolescent.
- 2 Ask participants the following questions:
 - Did your adolescent agree with what the group discussed? If not, why?
 - Did they bring up anything new? If so, what did they think was missing?
 - Did your adolescent think the expectations were similar or different across ages and genders? Why or why not?
 - Did you adolescent think the expectations were similar or different between adolescents with disabilities and their peers without disabilities? Why or why not?

ACTIVITY 2

Gender Awareness Activity: How Gender Norms Affect Parenting¹



Objectives

- To give participants insight into how gender roles and social norms impact how they make decisions about their roles in a family.



Advance Preparation

- On the top of one flipchart, write “Behave like a Man.” On the top of a second flipchart, write “Behave like a Woman.” Draw a large box on each paper where you will write down the participants’ responses.



Materials Needed

- Flipchart paper
- Markers



Time Needed

1 hour



Instructions for Facilitators

- 1 **Tell the participants:** We are going to look more closely at the phrases “behave like a man” or “behave like a woman.” By looking at them, we can begin to see how society can make it very difficult to be either male or female.
- 2 Put up the piece of flipchart paper entitled “Behave like a Man.”
- 3 **Ask the participants** to share their ideas about what this means. These are society’s expectations of who men should be, how men should act, and what men should feel and say. Write the meanings of “act like a man” generated by participants inside the associated boxes drawn on the flipchart paper.

Facilitator prompts can include:

- How does your family expect men to act?
- How does society expect men to feel? Behave?
- What do you expect from men in relation to being a father?
- How would you expect a son to act?

¹ This activity has been adapted from the REAL Fathers Initiative curriculum that was developed for implementation in Uganda. See: Save the Children. (2013). *REAL Fathers Initiative: Mentor Training Curriculum: Using Mentors to Increase Positive Fatherhood Practices and Non-violent Couple Communication with Newly Married Young Men*. USAID, Institute for Reproductive Health, and Save the Children.

Some responses might include the following:

- Be tough. Do not cry. Show no emotions.
- Earn money for the family.
- Do not back down.
- Have many children.

4 Now do the same activity for “Behave Like a Woman”

Facilitator prompts can include:

- How does your family expect women and girls to act? Dress? Talk? Do?
- How does society expect women to act?
- How would you expect a daughter to act?
- How would you expect a mother to act?

Some responses may include the following:

- Be passive.
- Be the caretaker.
- Be intelligent, but not too intelligent.
- Be quiet.
- Listen to others.
- Make dinner.
- Be the homemaker.

5 Once you have brainstormed your list, initiate a discussion by asking the following questions:

- Can a woman or man be expected to behave in this manner all the time? Why or why not?
- What emotions are women not allowed to express? What about men?
- How can “acting like a woman” or “acting like a man” affect a relationship with a partner? What about relationships with children?
- What about choosing not to “act like a woman”? Not “acting like a man”?
- Can men do things differently than expected by his family/community/society? Is it possible for men to challenge and change existing gender roles? What would happen if they did challenge these roles? What about women? What about our adolescents?
- How can we help mentor our adolescents to step outside of the gender box? What should we do if we see them living out these narrow gender boxes within their own relationships?

6 **Close the activity** by summarizing some of the discussion and sharing any final thoughts.

A final comment and question could be as follows:

“The roles of men and women are changing in our society. We can say that the expectations by society of a man and of a woman could be considered like being trapped in a box. It has slowly become easier to step outside of the box, meaning not just following the rules and expectations that society sets for men and women. Still, it is hard for men and women to live outside of these boxes. What would make it easier for men and women to change some gender roles in relation to parenting for the health of the family and themselves? How can we mentor our adolescent sons and daughters about positive gender roles especially in their own relationships?”



TIPS:

- Prompt participants to think about the gender roles box for people living with disabilities. How do these gender boxes impact on their experiences? How does it impact how people treat them? On the expectations for adolescent boys and girls living with disabilities?
- Prompt participants to think about how conceptions of gender impact on single-parent households? What about granny-headed households? How do the notions of gender impact on parenting in polygamous families?
- Encourage participants to think through concrete ways they can help mentor their own sons and daughters to have positive gender beliefs especially in their own relationships. For example, talking to their sons and daughters about this activity; challenging specific stereotypes, role-modelling positive gender role language and behaviour, etc.

ACTIVITY 3

Reflecting on What Type of Parents We Want to Be



Objectives

- To have participants look inwards and reflect on what kind of mother/father they want to be as a basis for discussion and values clarification.



Advance Preparation

- On flipchart paper, copy the table from Step 5, the Parenting Styles and Child Outcomes table.
- Make copies of the What Type of Parents We Want To Be handout (see Appendix) for each participant



Materials Needed

- A copy of the handout for each participant
- Flipchart paper
- Markers



Time Needed

30 minutes



Instructions for Facilitators

- 1 “First, let’s reflect on our own childhoods. I want you to think back to your own father or father figure from when you were young. If possible, I would love for some volunteers to share a few memories of a time your father treated your mother nicely. Also share a memory of a time when your father treated you nicely.”
- 2 “Now let’s do the same for our mothers. I want you to think back to your own mother or mother figure from when you were young. If possible, I would love for some volunteers to share a few memories of a time your mother treated your father nicely. Also share a memory of a time when your mother treated you nicely.”
- 3 “There are many different parenting styles – each with advantages and disadvantages for us and for our children. I’m going to share a few different styles of parenting but I’d like us to think through other styles together and also how these styles may mix together to create new parenting styles.”
- 4 Show participants the flipchart paper with the following parenting styles written down:

5 Flipchart Information: Parenting Styles and Child Outcomes

Parenting Style	Characteristics	Resulting Social Behaviour in Child
Authoritative	Demanding, encourages independence; responsive, warm and nurturing; disciplines with explanation; maintains open dialogue	Social competence and responsibility
Authoritarian	Demanding; consistent in enforcing standards; restrictive, controlling	Ineffective social interaction; inactive
Indulgent	Responsive, warm, and nurturing; undemanding; uses punishment inconsistently and infrequently; exercises little control	Social competence, well-adjusted; peer oriented; misconduct
Neglectful	Unresponsive, little warmth or nurturance; undemanding, sets few limits and provides little supervision	Poor orientation to work and school; behaviour problems

Source: MoPSLSW. Localised Community Childcare Workers Curriculum and Case Management Training Modules for Stakeholders in Zimbabwe, Harare, 2017.
Adapted from Cobb, N.J. (2001) *The Child*, California: Mayfield Publishing Company

- 6 “Are there additional advantages or disadvantages for these parenting styles?”
- 7 Write down additional thoughts from participants on the flipchart paper.
- 8 Ask participants: “Are there any other parenting styles you can think of? What might be the advantages and disadvantages to this style?”
- 9 Write these additional styles on the flipchart paper and say “We explored this to help us think through what type of parents we want to be.”
- 10 “Now I would like us to split into pairs and discuss the type of parents we want to be... This handout is a table of what type of father/mother we want to be. You can see some examples statements. I would like you to work with your partner to brainstorm some of your own personal statements to put in this table.
- 11 Give participants the What Type of Parents We Want To Be handout to write statements onto.
- 12 “Now I would like to ask for some volunteers to share their statements”
- 13 Ask participants if there was anything that surprised them about this exercise?



TIPS:

- Prompt participants to discuss if parenting styles may be impacted by being a single parent or for those families with foster children?
- What about parenting styles for children living with disabilities? How does our list of advantages and disadvantages of the parenting styles change?



HOMEWORK:

- Tell participants that our homework is to reflect on this list and try and do at least one of the positive statements we wrote down before our next session and to report back.

ACTIVITY 4

Supporting Your Adolescent with Positive Gender Norms



Objectives

- At the end of this activity, participants will understand how gender norms also impact on adolescents.



Advance Preparation

- Hang the flipchart papers of the Age and Gender timeline completed in Session 1, Activity 3 on the wall
- Add new flipchart paper below this with the headings "Pressures for boys" and "Pressures for girls"



Materials Needed

- Flipchart papers from Session 1, Activity 3
- Flipchart paper
- Markers
- Tape



Time Needed

1 hour



Instructions for Facilitators

- 1 “During the last session, we explored what is happening during a child’s life for both boys and girls. We also just discussed the pressures for us as men and women in society and how that relates to parenting. Now we are going to explore how these same pressures exist for our children.
- 2 I would like us to explore some of the pressures that both boys and girls will experience during adolescence. This can be friends, from the community, from adults, and from us as parents.”
- 3 Ask “What are the pressures for girls at this stage? What about for boys?” Encourage the group to reflect back on the age and gender timeline as they think through these questions.
- 4 Once participants have brainstormed, look at how the pressures for girls and boys differ.
Use the following discussion prompts:
 - How do the pressures for boys and girls differ?
 - Do we as parents respond to these pressures for our sons and daughters differently? How might that impact them and how they grow up to be adults and parents themselves?
 - What can we do differently to help support our children to face these pressures?

-
- 5 Close the session by thanking participants and reminding them of their homework (doing one of the activities/statements from their parenting table).



TIPS:

- Highlight how data in Zimbabwe shows that for many adolescent girls their first sexual encounter is unwanted. How can we mentor our adolescent boys to not pressure or force girls into having sex? How can we mentor our adolescent girls about their relationships with their boyfriends?
- Have parents explore the other pressures that exist for adolescents – where and from whom do these pressures come? How can we support our adolescents to navigate these pressures within our desired parenting styles?
- How might pressures differ for adolescents living with disabilities? How can we also support these adolescents to navigate these pressures within our desired parenting styles?
- Reflect back on the gender boxes from the earlier activity and how adolescents also face these pressures and how as parents we can support them to break out of these 'gender' boxes.
- Highlight to participants that they will talk more in depth about different types of violence adolescents in Zimbabwe face in another session.

3

Joint Parenting Dialogue



Objectives

- This session brings together both fathers and mothers for a joint dialogue on parenting and gender norms. By the end of the session, participants will have engaged in dialogue and have a deeper understanding of how gender norms impact on parenting.



Activities at a Glance

- 1 Adolescent and Parenting Gender Norms
- 2 Bridging the Gap



Time Needed

2 hours

ACTIVITY 1

Adolescent and Parenting Gender Norms



Objectives

- At the end of this activity, participants will have reflected jointly on the gender norms experienced by their adolescents.



Materials Needed

- Flipchart paper
- Markers
- Tape
- Flipchart papers from Session 2, Activity 2



Time Needed

90 minutes



Instructions for Facilitators

- 1 This is an adaptation of the activity that the parents did in Session 2, activity 2.
- 2 Tell the participants: We will look more closely at the pressures our adolescents experience.
- 3 Put up the flipchart paper titled “Adolescent Boy” and another one called “Adolescent Girl”.
- 4 Ask participants to share ideas about how adolescent boys and girls are expected to behave (e.g., society’s expectations of who they should be, how they should act, and what they should feel and say. Write words or phrases generated by participants inside the associated boxes on the flipchart paper. You can refer participants to the age and gender timeline to think about adolescents of different ages and those living with disabilities.

Facilitator prompts can include:

- How does your adolescent peers expect your boy to act? Expect your girl to act?
 - How does society expect adolescent boys to feel? Behave? What about adolescent girls?
 - How do adolescent boys expect adolescent girls to behave (e.g., boyfriends), what about girls’ expectations for boys?
- 5 Once participants have brainstormed, look at how the boxes for boys and girls differ.
 - 6 Bring out the activity on men and women from Session 2, Activity 2. Ask participants to reflect on similarities and differences between each. Write their ideas on flipchart paper.
 - 7 Ask: “We also have expectations on us as parents. How are societal expectations related to behaving like a mother or father similar or different from these examples?”
 - 8 Have participants write down their ideas for what ‘behaving like a father’ and ‘behaving like a mother’ means (on another two flipchart paper).
 - 9 Engage in a brief discussion with participants on the similarities and differences in gender expectations between adolescents, adults and parents.

ACTIVITY 2

Bridging the Gap



Objectives

- At the end of this activity, parents will reflect jointly on how to challenge gender norms and to help mentor their children.



Advance Preparation

- On the wall, hang up the flipchart papers from Session 2, Activity 4.
- Write "There" at the top of a new piece of flipchart paper.



Materials Needed

- Flipchart paper
- Markers
- Flipchart papers from Session 2, Activity 4



Time Needed

60 minutes



Instructions for Facilitators

- 1 Say, "We have talked about society's expectations on adolescents. These are our children's reality today. But now I would like us to think about what expectations would we want society to have of our adolescent children." Now have participants brainstorm about how they would want their adolescent boys and adolescent girls to behave that promotes gender equality.
- 2 Record keywords from their responses on a flipchart paper entitled 'There.' Explain that the flipchart entitled 'There' represents their future hopes for adolescent girls and boys (equity, respect, power to make decisions, etc.).
- 3 Now explain to the participants that the flipchart papers on the wall from Session 2, Activity 4 represent the present reality, or 'Here'. Ask: "How do we get from our present reality to realising our future hopes for our children?" "What can we do as parents – as both mothers and fathers – to mentor our children to get from here to there? What about others' expectations? How can we change those?"
- 4 Record these strategies on a flipchart paper.



HOMEWORK:

- Tell participants that we will reflect on our discussion from today during the next session. Encourage them to try to practice at least one of the strategies/approaches discussed at home if possible.

4

Parenting Skills for Tough Times



Objectives

- By the end of this session, parents will understand positive parenting strategies to communicate with and discipline their adolescent children.



Activities at a Glance

- 1 Reflection on Homework
- 2 Identifying Stressors
- 3 Parenting Communication Strategies
- 4 Positive Discipline – From Our Child's Perspective



Time Needed

2 hours 30 minutes

ACTIVITY 1

Reflection on Homework



Objectives

- To reflect on and recap the previous session.



Materials Needed

- None



Time Needed

15 minutes



Instructions for Facilitators

- 1 Have participants sit in a circle and say one thing they reflected on/learned from the joint dialogue session. Did they practice any of the strategies/approaches discussed in last session's 'From Here to There' activity?

ACTIVITY 2

Identifying Stressors



Objectives

- By the end of this activity, participants will have time to reflect on possible stress factors in their life and how to effectively manage both anger and stress in their parenting.



Advance Preparation

- Make copies of the Stressors handout (see Appendix) for each participant.



Materials Needed

- Blank table sheets
- Flipchart paper
- Markers



Time Needed

45 minutes



Instructions for Facilitators

- 1 “At times, parenting can be very stressful. We never stop being parents, even when we have other things going on in our lives that cause us stress. Sometimes these stressors may make us hit or yell at our children when they behave badly. But we can identify those potential stressors and think about ways to manage these factors.”
- 2 “We are going to take some space now to reflect on our own unique situations. I’m handing out a table with three columns... the first column is called “Things that currently cause me stress...” These are all the things – often that we have no control over – that keep us up at night or that cause us stress or anxiety. It can be the illness of someone we love, it can be financial worries, etc. You will know what this will be for you.”
- 3 The second column is “Things that drive me crazy...” these are those little annoying things that happen or that other people (like your partner or your children) do that get on your nerves.”
- 4 “The last column is called: ‘What I can do next time to manage my anger...” ...This is where we reflect on how we can manage the situation differently when these things come up in the future...”
- 5 “Now I want each of us to find a quiet space (you can encourage people to move their chairs around so that they are comfortable) and fill out this table for ourselves. Each person’s table will be unique to them.”
- 6 Once everyone has had a chance to fill out their tables (give them 15-20 minutes), bring everyone back together and say “Let’s look at some examples people wrote down. Will someone volunteer to tell us what is something is stressful?”

-
- 7 As participants share examples, write them on a flipchart paper (one for each column of the table).
 - 8 Keep going until you fill up a flipchart paper with lots of diverse examples.
 - 9 “Now I’d like someone to volunteer to tell us something that drives them crazy...”
 - 10 Keep doing this for each column.
 - 11 Ask participants to reflect on the activity.

ACTIVITY 3

Parenting Communication Strategies



Objectives

- At the end of this activity, participants will be able to reflect on different ways of communicating with specific skills on how to communicate positively with their adolescents.



Advance Preparation

- None



Materials Needed

- Tables from previous activity.



Time Needed

45 minutes



Instructions for Facilitators

- 1 “One of the key behaviours that we have to manage as parents is anger. When we think about how many stressors are in our lives, it is easy to see how we can lose control for short periods and get angry with our children or with our spouse. Often it is the big underlying stressor that is on our minds, but it’s the smaller behaviours that ‘drive us crazy’ that will make us get angry. When this happens we may say or do things that we don’t want to do because we are frustrated.”
- 2 “In this activity, we are going to learn some skills that will help us more effectively manage those stressors and allow us to communicate how we feel to those we love so that we don’t reach a point where we do something or say something we don’t want to do or say.”
- 3 Talk through the following communication strategies with participants:
 - **Identify stressors** – “this is the first step and what we’ve already done. We’ve explored our current situations, things that cause us stress and also things that drive us crazy. Many of these things we can’t control. This list will change throughout our lives and it’s important for each new season of our life, to reflect on what some of our stressors might be.”
 - **Self-care** – “We are all important people to someone – to our spouses to our children. But in order to give to others, we need to take care of ourselves. This is where the concept of self-care is so important. Understanding which activities make us feel good and help us achieve balance when we experience things that cause us stress. Regularly engaging in the activities and taking the time to recharge with activities that we love, and that are within our control to do so, is the second strategy on the list.”

-
- **Communication Strategies for Handling Negative Feelings and Stressors:** “There are proven positive communication strategies that are solutions focused and help us communicate how we are feeling to those we love.”

“These communication strategies use what we call ‘I statements’ to express our feelings: For example, “I feel (add feeling here) when you (add the behaviour you don’t like here) because (add your reason for feeling like you do here).”

“For example: I feel mad when you ignore me because I feel like you don’t care.

These communication strategies allow us to calmly express exactly how we are feeling to the person we love (our children, our spouse) in a way that allows that person to understand how their behaviour is affecting us but in a way that also allows us to come to a solution or to discuss the situation.”

“These communication strategies are also proactive instead of just reactive. Proactive means that as adults we take the lead in addressing our own emotions and behaviours and communicating what we need and want to our children in calm, positive ways.

“After we say our ‘I statement’ we can exchange ideas for a possible solution with the person. We can suggest possible solutions and talk about what might work best for both people.”

- 4 “Now we are going to work in pairs and I want you to come up with an ‘I statement’ directed towards the person whose behaviour is in your ‘Things that Drive me Crazy...’ column” “You can help each other come up with the statements and practice saying them to your partner.”
- 5 Give participants 20 minutes to develop and talk with their partner about their statements.
- 6 Bring everyone back to the larger group and ask:
 - How did that feel? How did it feel to write your ‘I statement’? Was it hard?
 - How did it feel to hear your partner say their ‘I statement’?
 - Do you think these communication strategies will be helpful for you? With your children? With your spouse?
 - What if our spouse or child says their own ‘I statement’ after we express ours?
 - Do you think modeling this way of communication will encourage your children to do the same with their communication? Are there ways we can support our children to develop their own ‘I statements’ to communicate with us?



TIPS:

- Encourage participants to think about the self-care strategies that are within their control. There may be things that they like to do or wish they could do but don’t have the resources or access to do these things. Focus on the small activities that are within their control, particularly for women.



HOMEWORK:

- Use one of your ‘I statements’ in real life.

ACTIVITY 4

Positive Discipline – from our Child's Perspective²



Objectives

- To reflect on how their parenting and disciplinary style influences their child from the perspective of their child.
- To make a conscious decision about their parenting and disciplinary styles.
- To consider the benefits of alternative discipline measures.



Advance Preparation

- Make copies of Discipline from My Child's Perspective handout (see Appendix) for each participant.



Materials Needed

- Flipchart
- Markers
- Pens and paper



Time Needed

30 minutes



Instructions for Facilitators

- 1 “Sometimes it is hard to remember what we felt as a child. So let’s all take a moment to ‘step into a child’s shoes’ and see what our discipline style is like from their perspective.”
- 2 Give each participant a worksheet. Ask everyone to think about one time they disciplined their child. Ask everyone to quietly reflect how their child felt about it, from the child’s perspective. Have participants write their ideas in the worksheet box.
- 3 Now bring everyone back together to discuss their reflections. Spend about 10 minutes asking volunteers to share.
- 4 Ask participants to reflect on and answer the 5 questions at the bottom of the worksheet and share their answers with their neighbour. The previous reflection was on our child’s perspective, these 5 questions are from our perspective as parents.

² This activity has been adapted from the REAL Fathers Initiative curriculum that was developed for implementation in Uganda. See: Save the Children. (2013). *REAL Fathers Initiative: Mentor Training Curriculum: Using Mentors to Increase Positive Fatherhood Practices and Non-violent Couple Communication with Newly Married Young Men*. USAID, Institute for Reproductive Health, and Save the Children.

-
- 5 Mention “there are many ways to discipline children that are positive and non-violent. Talking to your children about their behavior and explaining the consequences of their behavior will help them learn. When old enough, give them an extra chore or taking away their time to play are examples of non-violent discipline that will help them learn that they may lose some freedom from misbehaviour but they will never lose your love. If you threaten to take something away, you must do it so they learn you are consistent with rules. This helps develop trust and bonds between you and your child, and stability so they know what to expect from you.”
 - 6 Say: “Parenting a child is one of the most difficult but rewarding things you will do in your life. Although it is a difficult job, there are many things you can do that make it easier to raise your children. There is no such thing as a perfect parent. Everyone learns something new about being a parent every day. You and your children will both make mistakes – and learn from them.”
 - 7 “Often there are also ‘expectations’ of us as parents in terms of how we discipline our children.” Reflecting on the answers to the questions on the worksheet, now I would like you to reflect on other important people in your life (your husband/wife, your own parents, your sisters/brothers, community members, community leaders, etc). What expectations do they have for how you should discipline your child?
 - 8 Allow participants to reflect in the large group the different expectations of these important people. Ask participants how they can challenge or change those expectations so that they match with their preferred style of discipline and parenting.
 - 9 “The communication skills we learned will help us to better handle the things that our children do that irritate us and will allow us to better communicate and manage the stressors that may make us say or do things we don’t want to say or do. This will also be a positive role model for our children in how they should communicate with and treat others.”
 - 10 Close session and remind participants of their homework – to utilise an ‘I statement’ in real life with their children.



TIPS:

- It is important to remind participants throughout these conversations of the harm for children that comes from violent discipline. Please refresh with activities on the harms of violent discipline and the associated evidence in the Training Manual before facilitating this session.
- Continually emphasize with parents the importance of communication instead of physical discipline.

5

Protecting Children from Abuse and Supporting our Adolescents When Others Hurt Them



Objectives

- By the end of this session, parents will have a set of tools and skills to appropriately handle disclosures and ways to prevent violence against children.



Activities at a Glance

- 1 Reflection on Homework
- 2 The Common Types of Abuse Our Children May Face
- 3 Protecting Children from Sexual Abuse
- 4 Who Do Children Tell About Experiencing Violence?
- 5 Creating Safe Spaces for Children To Tell Us About Their Experiences and Ensuring They Get the Help They Need



Time Needed

2 hours 30 minutes

ACTIVITY 1

Reflection on Homework



Objectives

- To reflect on and recap the previous session.



Materials Needed

- None



Time Needed

20 minutes



Instructions for Facilitators

- Have participants sit in a circle and say what 'I statement' they used in real life and reflect on
 - 1) how that made their child feel and
 - 2) how that made them feel

ACTIVITY 2

Types of Abuse



Objectives

- By the end of this activity, participants will recognise the different types of abuse and how they impact on adolescence.



Advance Preparation

- Make copies of the Prevalence of Violence and Where Do Adolescents Experience Violence handouts (see Appendix).



Materials Needed

- Data handouts
- Age and gender timelines from Session 1



Time Needed

40 minutes



Instructions for Facilitators

- 1 “Like us, our children may be hurt or harmed by other people. There are many types of abuse and violence. The ones that are most commonly experienced by children may surprise us.”
- 2 In small groups of 5-6 people, I want you to discuss and brainstorm all the types of abuse adolescents may experience. Then as a group, I want you to rank them for the ones that you think are most common for adolescents in this community. Let’s revisit our age and gender timeline to think about how this might differ for different age groups of adolescents but also how this might differ for children living with disabilities. As we look at the timelines, I want us to reflect on the different power dynamics and how this might put children at risk of experiencing violence.”
- 3 Facilitator to hang up again the age and gender timelines from the first session.
- 4 Give participants 20 minutes to discuss and rank the types of abuse.
- 5 Bring participants back and have them briefly share their rankings with the larger group.
- 6 Next give participants two handouts that show graphs on the types of violence and their prevalence among the entire population of adolescents in Zimbabwe.
- 7 Ask “Does this data surprise you?” “Are there types of violence that adolescents face that you are surprised are so common? Or more common than you thought?”

Note: Adolescent intimate partner violence is the most frequent form of violence.

ACTIVITY 3

Protecting Children from Sexual Abuse³



Objectives

- By the end of this activity, participants will know how they can protect children from sexual abuse.



Advance Preparation

- Write out statements on flipchart paper.



Materials Needed

- Flipchart Paper
- Markers



Time Needed

40 minutes



Instructions for Facilitators

- 1 Start by reading the following case study aloud:

Tariro is 14 years old and lives with her mother and father. She has been dating a boy named Ben who is 2 years older than her for a couple of months. Her parents notice she has started to become withdrawn and secretive, especially when they ask her about Ben. One night Tariro comes home very late after spending time at Ben's house. She looks upset and rushes to her bedroom without speaking to her parents. Tariro's parents send her away immediately and force her to go and live with Ben. A week after they chased her away, Tariro's mother meets her daughter at the borehole and Tariro has the courage to tell her mother the truth about why she came back late: Ben forced her to have sex with him against her will.

- 2 Then ask the following questions:

- Why do you think Tariro looked upset and rushed to her room?
- Do you think her parents did the right thing by kicking her out? Why or why not?
- What do you think her parents should have done? Why?

3. Now say, "Research shows us that many times when young people in Zimbabwe have sex for the first time, it is unwanted. This is a form of sexual abuse. Now we will talk about other forms of sexual abuse, how parents can watch for signs of it and how they can help prevent it from happening."

³ This activity was adapted from material produced by Stop It NOW!, for the Scottish Government. See: Stop It NOW! (2011). *Keeping Children Safe: What we all need to know to protect our children*. Scottish Government and ACPOS. Available at: <http://www.gov.scot/Publications/2011/03/15103411/0>

-
- 4 Then say “Like we saw with Tariro’s story, children often show us rather than tell us that something is bothering them. Now we are going to split into small groups (5-6 people each) to brainstorm what might be some warning signs that we see among our adolescents that something is wrong or that someone is hurting them.”
 - 5 Have participants record their thoughts/discussions on flipchart paper. Allow 15 minutes for this activity.
 - 6 Ask each group to report back what might be some ‘warning signs’ behaviour. Add other types of behaviours from facilitator list if not mentioned.
 - 7 “A safe relationship between adults and children is one in which secrets are hard to keep; where children would feel able to tell someone. People who want to abuse children avoid these situations.”
 - 8 “The more difficult we make it for abusers to come between children and parents or caregivers, the better-protected children will be.
 - 9 Sometimes the abuser is a parent or another close family member. When that happens it’s especially painful for the safe parent or other family members to face it and it’s even harder for children to say “no” and tell someone.”
 - 10 “Some steps that we can do as parents to prevent child sexual abuse:
 - **Be aware of the warning signs and seek help if we are worried.** We can call Childline at +116 to discuss our concerns and get advice.”
 - **Use our ‘I statements’ to talk to our adolescents and listen to what they have to say** – for example, ‘I feel concerned that your boyfriend may be pushing you to do things you don’t want to do and I want you to be able to support you so that you feel safe and respected in your relationship.
 - **Teach adolescents that it is ok to say ‘no’** – with their friends, with their partners and with adults.
 - **Set and respect family boundaries** – allow our adolescents privacy in dressing, bathing and other personal matters.
 - **Take sensible precautions in whom we choose to take care of our children:** Do not leave children with anyone we have reservations about. If a child is unhappy about being cared for by a particular adult, talk to the child about the reason for this.
 - 11 End session by saying: “It is very disturbing to suspect someone we know of sexually abusing a child, especially if the person is a friend or a member of the family. It is so much easier to dismiss such thoughts and put them down to imagination. But it is better to talk over the situation with someone than to discover later that we were right to be worried.”

“And remember, we are not alone. Thousands of people every year in Zimbabwe and every other country discover that someone in their family or circle of friends has abused a child. Children who are abused and their families need professional help to recover from their experience.”

“Action can lead to abuse being prevented, and children who are being abused receiving protection and help to recover. It can also lead to the abuser getting support to stop abusing and becoming a safer member of our community. If the abuser is someone close to us, we need to get support for ourselves too. In these situations, we need to revisit our self-care strategies as well.”

ACTIVITY 4

Who Do Children Tell About Experiencing Violence?



Objectives

- By the end of this activity, participants should understand the disclosure patterns of adolescents and will be able to reflect on how best to support their children.



Advance Preparation

- Make copies of the Who Do Children Tell About Abuse handout (see Appendix).



Materials Needed

- Flipchart paper
- Markers



Time Needed

40 minutes



Instructions for Facilitators

- 1 Start the session by saying “We know that children will often not tell anyone about the abuse they are experiencing or they may tell people through their behaviours. But about 1 in every 3 children DO tell someone. How that person responds may determine whether the child ever tells anyone again about their experiences.”
- 2 So who do children tell about abuse?
- 3 “This handout shows data from adolescents who participated in a Childline Zimbabwe study. For those adolescents who had experienced abuse, this diagram shows who they were most likely to tell about that experience.”
- 4 Walk through diagram with participants.
- 5 Split participants into smaller discussion groups and ask them to discuss two questions:
 - Are you surprised at all by these findings on who adolescents talk to about their violence experiences?
 - What does this tell us about supporting our own adolescents? What about the friends of our adolescents?
- 6 Come back to the larger group and share key elements of the discussion with the larger group.
- 7 Highlight that parents and friends are often first responders and our approach to supporting our adolescents may determine whether they seek additional help. There is also an important role for parents to support adolescents to help their friends who might be experiencing violence.

ACTIVITY 5

Creating Safe Spaces for Children to Tell



Objectives

- At the end of this activity, participants will have the skills to appropriately handle disclosures of violence from adolescents.



Advance Preparation

- On a flipchart, write the heading, 'Eight Steps for Responding to Adolescent Disclosures of Violence' as described in Step 4 below. Then write the eight bolded sub-headings in Step 4 underneath (e.g., Acknowledge, Believe Your Adolescent, Listen to What They Say, and so on).



Materials Needed

- Flipchart paper
- Markers



Time Needed

45 minutes



Instructions for Facilitators

- 1 Start the session by saying "How can we create safe spaces for children to tell us as parents about their experiences?"
- 2 Open up for brainstorming discussion by participants and write responses on a flipchart paper (allow 10-15 minutes for this discussion).
- 3 Our initial response to our adolescent's disclosure of violence is very important for opening up the conversation and getting support for our child.
- 4 The facilitator should now unveil a pre-prepared flipchart paper with the heading 'Eight Steps for Responding to Adolescent Disclosures of Violence'.
 - 1) **ACKNOWLEDGE:** Stop what you are doing and listen to your adolescent. Thank them for telling you and acknowledge how scared or upset they must feel. For example, you can say "Thank you for telling me. I am so sorry you have experienced this, you must be very scared right now."
 - 2) **BELIEVE YOUR ADOLESCENT:** Tell your adolescent that you believe them and that they did nothing wrong to deserve to be treated that way. For example, you can say to your adolescent "I believe you. What happened to you was not your fault."
 - 3) **LISTEN TO WHAT THEY SAY:** Continue to listen to what they have to say. They may not want to tell you all the details. Go at your adolescent's pace and allow them to tell you when they feel comfortable. You can say "I am here for you to talk at any time."

-
- 4) **DON'T JUDGE:** You will rightly feel upset that your adolescent has experienced abuse. But is very important that you do not blame them or judge them. Adolescents are learning all the time and may end up in risky situations – this is part of being an adolescent and it doesn't mean they should be abused.
 - 5) **DISCUSS SAFETY PLANNING:** Depending on the type of abuse, you may need to brainstorm with your adolescent on how they can be safe. If the abuser is a teacher, you may need to brainstorm about a short-term option that keeps your adolescent safe until you can address the issue with the school. Similarly, if the abuser is a boyfriend, talk to your adolescent about what strategies can be put in place to keep them safe and to keep the abuse from re-occurring and what you as a parent can do to help keep them safe.
 - 6) **REFER TO SERVICES:** Refer to services, this could be the CCW or Childline on overall advice on what to do next. The adolescent should be supported in the longer-term with counseling support as well (which Childline can provide at their drop-in centres).
 - 7) **UNDERSTAND THE IMPACT:** Understand that experiencing abuse may leave your adolescent feeling depressed, scared or anxious. Understand that they may be experiencing a lot of feelings. Be extra patient with them during this time.
 - 8) **CONTINUE TO BE OPEN:** Continually remind your adolescent that you are there for them. Use the positive messages we practiced in Session 1 and your own 'I statements' to keep communication open.
- 5 After walking through these strategies on how to respond to disclosures, say "Now we are going to do some role-playing in groups of two using different scenarios. One of us is going to play the adolescent, the other person is going to play the role of the parent. The adolescent is going to disclose about an abuse experience. If you are in the role of a parent, practice how you might respond based on the tips we just covered".
 - 6 Split into groups of two.
 - 7 Split up the following scenarios between groups:
 - Uncle sexually abusing adolescent
 - Teacher hitting adolescent during lessons
 - Boyfriend tried to force adolescent to have sex
 - Pastor sexually touched adolescent
 - Neighbourhood boy stealing from and beating up adolescent
 - Auntie telling child she is worthless and no one wanted to have her
 - Father beating child when he is drunk
 - 8 Allow participants several minutes to do the role-play, then when they are finished switch the scenarios and roles between the participants.
 - 9 After each pair has gone through four scenarios (10 minutes), bring the group back together to discuss how they felt about the activity.
 - 10 Ask "Was there any response that you felt was really good that your partner said? What was it?"
 - 11 Mention that the strategies we talked about today can work for handing any disclosures, whether from their own friends, their adolescent's friends or other family members.



TIPS:

- It is important here to make sure participants understand that inflicting violence on someone else is the responsibility of the perpetrator not the victim. This may require some discussion.

CLOSURE OF PARENTING SESSIONS

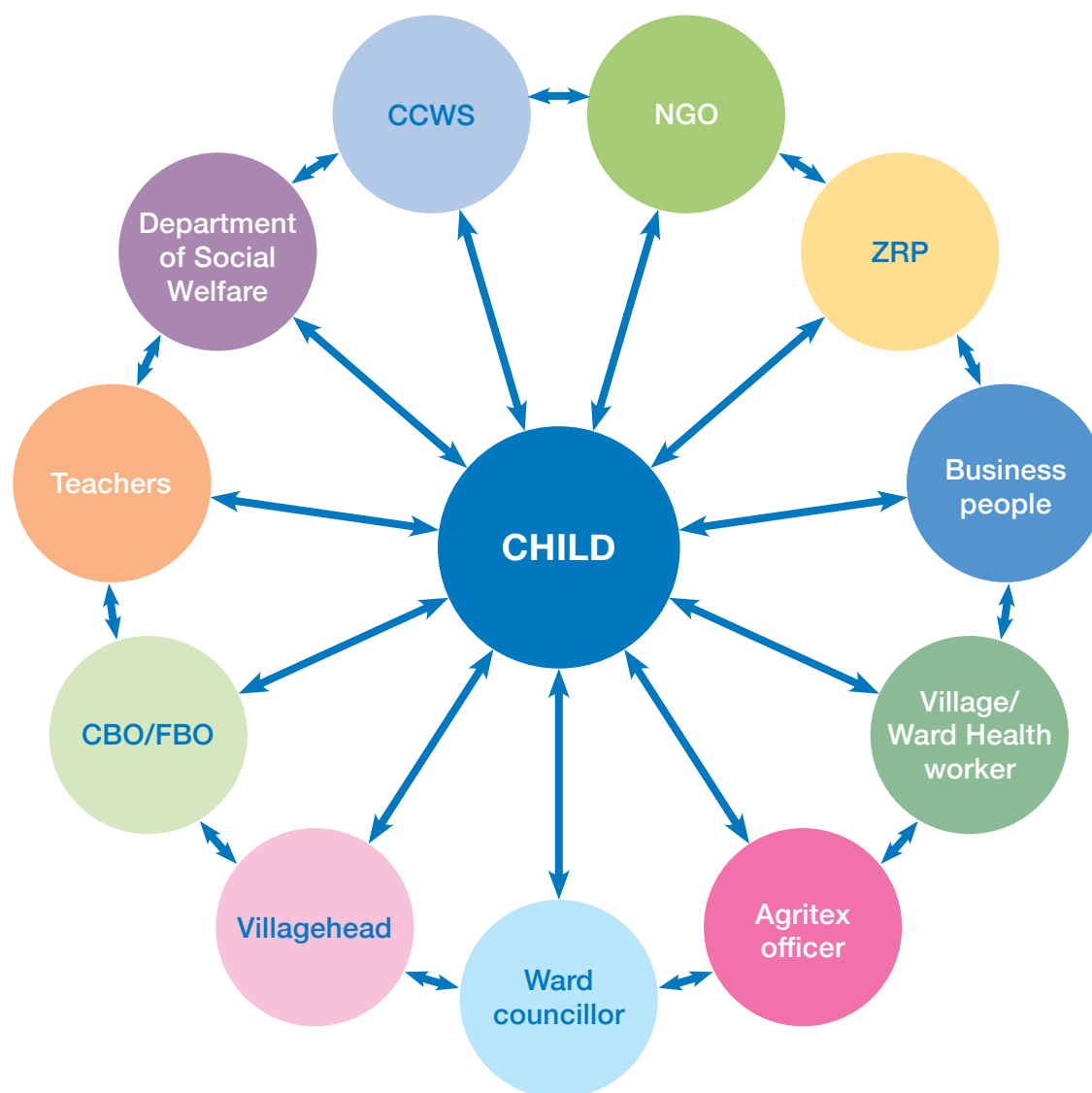


Instructions for Facilitators

- 1 Say “This is our last session. It has been a real pleasure to be able to have these conversations with you and for us to learn from each other. I hope we can continue to give each other support in our roles as parents. In my professional position as a CCW, I am here to respond to your concerns about abuse and to also continue to support you as a parent.”
- 2 “Before we leave, I’d like each of us to reflect on all four sessions we had together and we’ll go around the room and for each of us to say one thing we learned or that touched us and one thing we will do differently in our roles as parents.”
- 3 Facilitator should try and capture what participants say onto a flipchart paper as this will be used for operations research/continual evaluation of the programme.
- 4 Once everyone is done, start clapping and say ‘thank you everyone for your excellent participation.’

APPENDIX: HANDOUTS

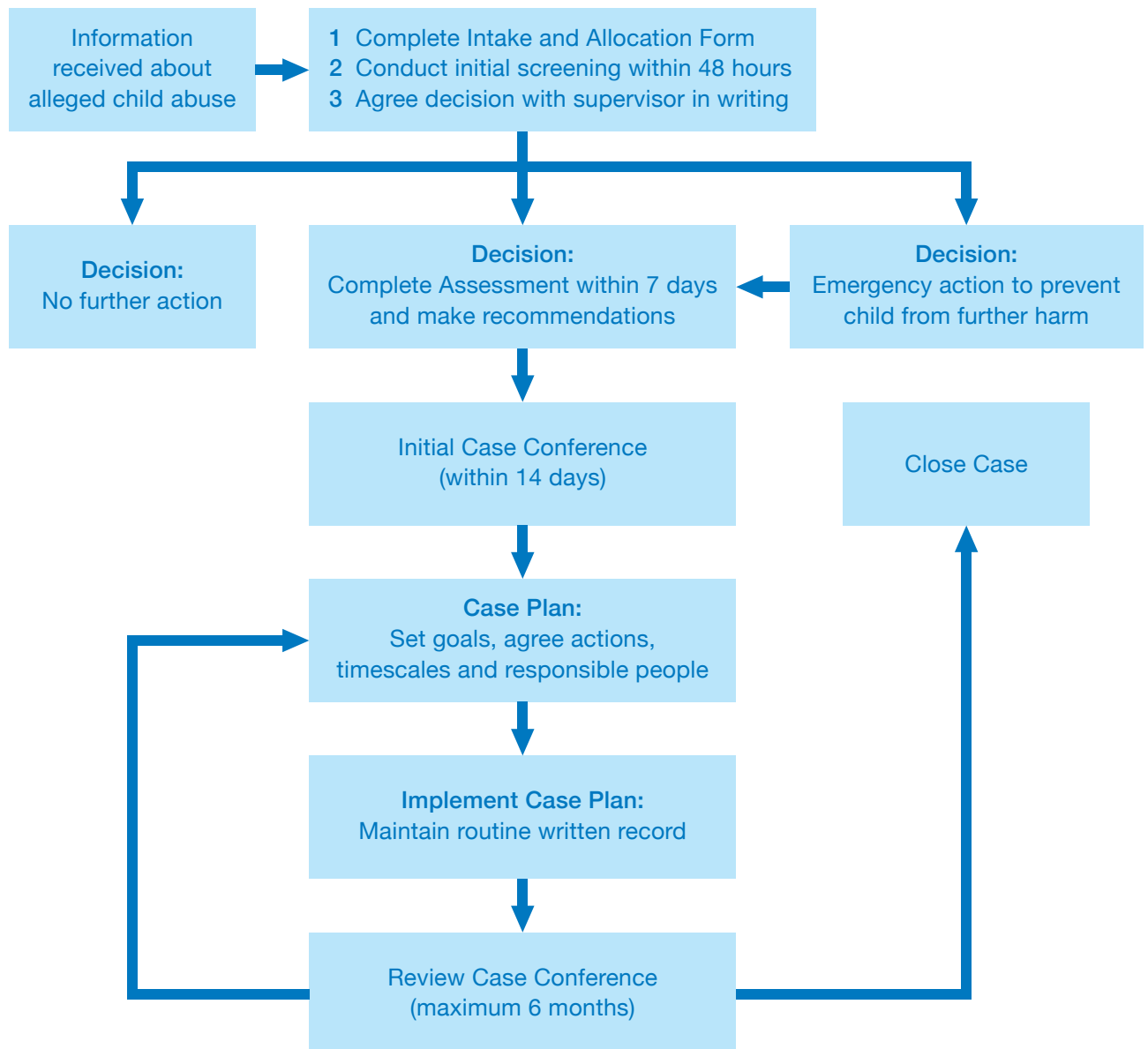
Handout: Stakeholders, Agents and People in Case Management



Source: the Ministry of Public Service, Labour and Social Welfare's "Localised Community Childcare Workers Curriculum and Case Management Training Modules for Stakeholders in Zimbabwe."

Handout: The Case Management Intake Practice Map

Adapted from the Child Safety Manual



ACTIVITY 2.3

Can laugh and play with my children

Handout: Parenting Stressors

ACTIVITY 4.2

[illegible]

Handout: My Discipline from My Child's Perspective

ACTIVITY 4.4



My style of discipline is:

I use this style because:

With my style of discipline, I want to make sure my children learn:

I am afraid they might be learning:

How else I could teach them with love:

Handout: Prevalence of Different Types of Violence that Adolescents Experience in Zimbabwe?

ACTIVITY 5.2

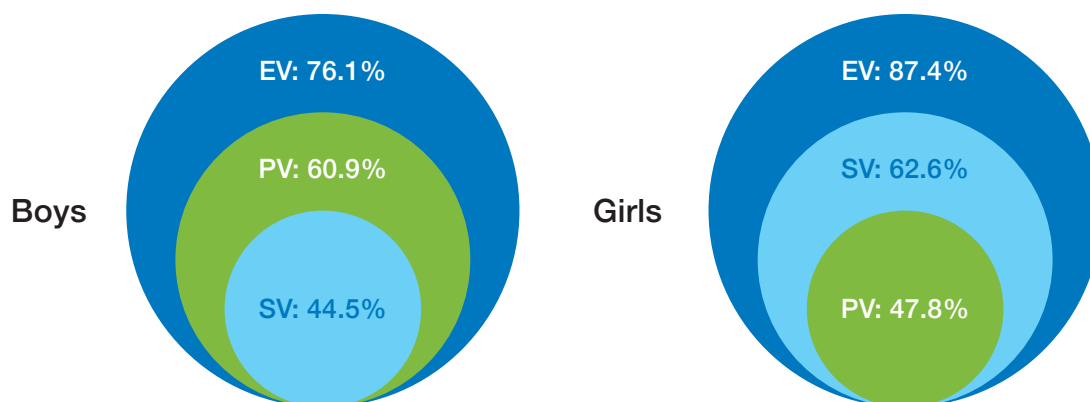
Type of violence	Females (%)	Males (%)
Sexual violence prior to the age of 18	32.50%	8.90%
Unwanted sexual touching prior to age 18	20.20%	5.60%
Unwanted attempted sex prior to age 18	15.00%	3.80%
Pressured sex prior to age 18	7.40%	1.40%
Physically forced sex prior to age 18	9.00%	0.40%
Unwanted completed sex prior to age 18	13.50%	1.80%
First incident of sexual violence by perpetrator 10 or more years older	29.30%	35.00%
More than one incident of sexual violence	62.70%	47.90%
Physical violence by a parent or adult relative prior to age 18	47.80%	60.90%
Physical violence by an authority figure prior to age 18	47.30%	57.60%
Emotional violence by an adult prior to age 18	29.00%	39.10%

Source: This data is from the 2011 National Baseline Survey on the Life Experiences of Adolescents in Zimbabwe, which was representative of all adolescents in Zimbabwe. The survey interviewed young people aged 18-24 years and asked them about their experiences of violence before they were 18 years old. Figure from: Fry, D. Understanding Determinants of Violence in Childhood: A Secondary Analysis of the National Baseline Survey of the Life Experiences of Adolescents in Zimbabwe. Understanding Violence Against Children in Zimbabwe Series, No. 3. Harare: UNICEF, 2016.

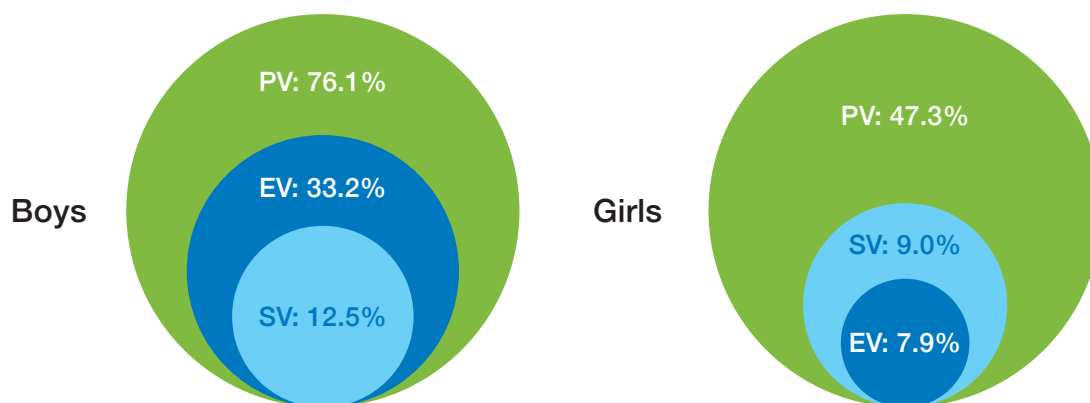
Handout: Where Do Adolescents Experience Different Types of Violence?

ACTIVITY 5.2

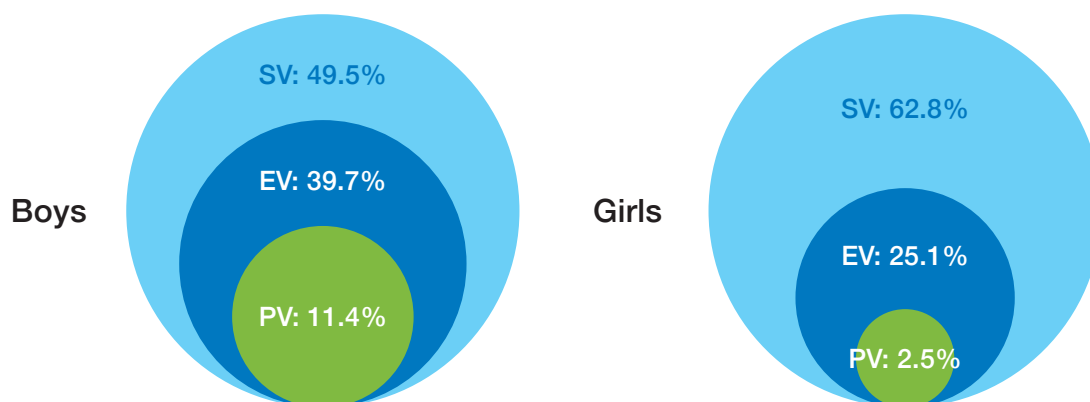
HOME



SCHOOL



COMMUNITY



EV: Emotional violence PV: Physical violence SV: Sexual violence

Source: This data is from the 2011 National Baseline Survey on the Life Experiences of Adolescents in Zimbabwe, which was representative of all adolescents in Zimbabwe. The survey interviewed young people aged 18-24 years and asked them about their experiences of violence before they were 18 years old. Figure from: Fry, D. Understanding Determinants of Violence in Childhood: A Secondary Analysis of the National Baseline Survey of the Life Experiences of Adolescents in Zimbabwe. Understanding Violence Against Children in Zimbabwe Series, No. 3. Harare: UNICEF, 2016.

Handout: Who Do Children Tell About Abuse?⁴

ACTIVITY 5.4

Adolescents → Parents

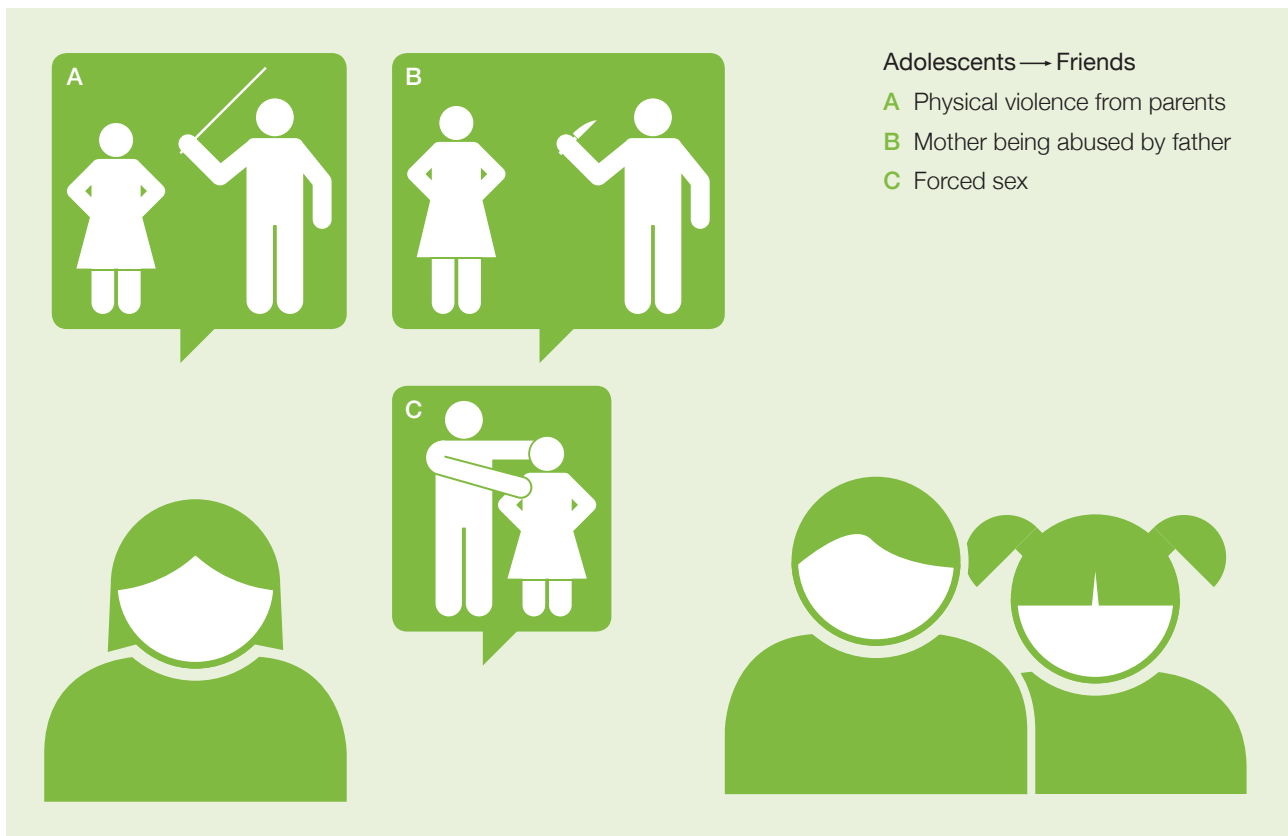
- A** Physical violence from teachers
- B** Unwanted touching
- C** Forced sex
- D** Feeling unwanted

The diagram illustrates the flow of information from adolescents to their parents. At the top, four green speech bubbles labeled A, B, C, and D contain white icons representing different types of abuse: A shows a teacher hitting a student; B shows an adult touching a child; C shows an adult forcing sex on a child; D shows a person in a fetal position. Below these, a green icon of a mother is on the left, and a green icon of a couple is on the right.

Adolescents → Other relatives
Mother being abused by father

The diagram illustrates the flow of information from adolescents to other relatives. At the top, a green speech bubble contains a white icon of a man holding a knife over a woman. Below this, a green icon of a mother is on the left, and a green icon of a couple is on the right.

⁴ Findings from a Childline Study of 333 adolescents, see Hamandawana, Fry, Stuart and Casey, 2017, for more information



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